

Curriculum Policy



The Inspire Multi Academy Trust (South West)

March 2026



The Inspire Multi Academy Trust

Curriculum Policy

Introduction:

Vision Statement:

The core purpose of our ambitious and inclusive trust is to give more young people the educational opportunities and outcomes they deserve with the aspirations to achieve what they are truly capable of.

At Tor Bridge Primary School & Ernesettle Community School, we are proud to have an ambitious, knowledge-rich curriculum which supports our children in becoming independently minded, confident and kind citizens of the future, who aspire to 'go out into the world and do well, but more importantly go out into the world and do good'.

At Ernesettle Community School, we are proud to have an ambitious, knowledge-rich curriculum which supports our children in becoming independently minded, confident and kind citizens of the future, who aspire to 'go out into the world and do well, but more importantly go out into the world and do good'.

Reading sits firmly at the heart of our curriculum. Books are the golden thread that link knowledge, imagination and language across every subject. Whether children are discovering what it means to be a 'Significant Explorer' or studying the legacy of the Benin Kingdom in Year 6, they are guided by enquiry questions that invite them to explore deeply and think meaningfully.

Our curriculum is proudly shaped by our locality. Being in Plymouth is not just a backdrop – it is a living, breathing part of our curriculum design. From the legacy of Brunel to the echoes of the Plymouth Blitz – we deliberately weave our local story into every phase of learning so children know where they come from and can confidently find their place in the wider world

A unique and vital part of our offer is our resilience curriculum, which deliberately provides pupils with opportunities to build character, develop teamwork, and experience the world beyond the classroom through activities such as overnight stays at the National Marine Aquarium and residentials to Dartmoor. We are passionate about equipping our young people with the strength of character, high standards and inner grit needed to thrive in today's world. Through these unplugged adventures, we aim to help children discover the value of real-world experiences, preparing them not just to succeed – but to contribute meaningfully and courageously to society.

Our curriculum is far more than just a clearly sequenced set of facts.

The concepts are the holding baskets for all we want our children to learn and this is developed through narrative and high-quality texts. When we structure the information we wish to present under a broader narrative structure, each piece of knowledge becomes important.

Nothing in our curriculum has been left to chance. Every unit, every concept, every question has been carefully selected and placed in a logical sequence to ensure children learn more and remember more over time.

Without each Area of Study, the story won't make sense. Like a novel, it is possible to read it quickly to get the gist of the story but the deeper themes, conventions and nuances won't be appreciated. The Inspire Curriculum as narrative is just like this: each piece of knowledge builds on the next and takes on deeper meanings and understandings as children progress both within and across year groups.

Key concepts such as legacy, civilisation and trade run like golden threads from Reception to Year 6, helping children revisit and deepen ideas with increasing sophistication. For example, in EYFS, children explore designing bridges and solving problems inspired by storybook inventors – laying the groundwork for their study of Brunel in KS1's Significant Inventors unit, which later connects to Railways and Global Trade in KS2.

The concept of civilisation begins with storytelling and imaginative play in Splendid Safari before developing into concrete comparisons in Ancient Egypt, the Benin Kingdom and Ancient Greece, where children explore what makes a civilisation thrive or fall.




Trade and sustainability are first explored through simple market play in EYFS, then deepened through Global Trade, Natural Resources and environmental geography like Amazon Rainforest and Biomes. These concepts are revisited in different contexts with increasing depth, allowing children to build a secure web of knowledge, not isolated facts – ensuring every learning experience is part of a bigger picture

The curriculum at TIMAT is grounded in the strongest available evidence about how pupils learn and retain knowledge in the long term – focusing in particular on research from cognitive science. Subject Leaders and teachers think about the curriculum at three levels. The first is the intended curriculum – what we intend pupils to learn. Subject Leaders set out this detail meticulously, drawing on their academic knowledge, the National Curriculum and experience of what is necessary to flourish in their subject. The second level is the implemented curriculum; the resources teachers use to deliver the curriculum. An example of these are the knowledge organisers, bespoke subject booklets, lessons and/or resources that have been written for each subject and year group. Finally, we emphasise the importance of the enacted curriculum, where our skilled teachers bring all this knowledge to life in a way that will be meaningful and exciting for the pupils. For further information regarding our curriculum, you can visit our website [here](#).





Early Years Foundation Stage Curriculum:

Children in these classes follow our EYFS curriculum, which gives children a broad range of knowledge and skills that provide the right foundations for good future progress through school and life. Our curriculum is language rich and each of our topics uses inspiring stories and nursery rhymes to underpin the learning that will take place. Children learn and hone new skills and knowledge and demonstrate their understanding through seven areas of learning and development.

Prime Areas:

-  Communication and Language
-  Physical Development Personal,
-  Social and Emotional Development

Specific Areas:

-  Literacy
-  Mathematics
-  Understanding the World
-  Expressive Arts and Creative Designs

These seven areas are used to plan children's learning and activities which are tailored to suit each child's individual needs. The curriculum is designed to be flexible so that staff can follow each child's unique interests. Children in the EYFS learn by a mix of direct teaching, playing and 4 exploring, by being active and through creative and critical thinking which takes place both indoors and outside. At the end of the EYFS – in the summer term of the Reception year in school, teachers complete an assessment which is known as the EYFS Profile, using the Early Learning Goals. This assessment is

carried out by the Reception class teachers and is based on what they, and other staff have observed over a period of time. Each child's journey through the Early Years Foundation Stage is recorded in their electronic 'Learning Journey' and parents are encouraged to have an input into these to share in this journey too by contributing to this, which allow us to celebrate learning at home.

Key Stage 1 and 2:

In Years 1 to 6, children have English, Maths, Phonics or SPaG (Spelling, Punctuation and Grammar), Whole Class Reading, PE, French (KS2 only), RE and SMSC lessons each week of every term and will then alternate between the foundation subjects:

-  History
-  Geography
-  Art
-  Design Technology
-  Music
-  Computing



The Inspire Curriculum Cycle





The Inspire Curriculum Rationale

Overview: Over the past 5 years, the Inspire Multi Academy Trust has been developing an intelligently sequenced, knowledge-rich curriculum, informed by the most up to date evidence informed research available. The curriculum materials have so far been written for History, Geography, Science and Art by Subject Leaders assisted by senior leaders and expert advice. The curriculum has been and will continue to be constantly refined based on feedback from Subject Leaders and Class Teachers. All materials are presented in a highly consistent approach, prioritising quality first teaching at every given opportunity. This should therefore mean the curriculum itself will act as continuing CPD for our teaching staff as the model and structure of curriculum lessons will allow for them to constantly develop and understand effective educational approaches as they teach.

Curriculum Booklets: Each area of study consists of up to six, carefully sequenced ‘knowledge lessons’, which can be contrasted with popular but ultimately less effective ‘activity-based’, ‘enquiry-based’, or ‘discovery-based’ lessons. The booklets have been developed by Subject Leaders and will detail both prior and future learning whilst also providing key vocabulary and concepts to be explored throughout the sequence. Each unit is centred around a high-quality text chosen by the Subject Leader and English Leader as they are “psychologically privileged...a very powerful way for students to engage with many ideas and also to remember them is for teachers to consciously harness the power of stories in the way lessons and lesson materials are organised.” (Willingham, 2009)



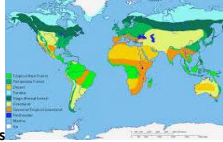








Pedagogy & Planning: PowerPoint or Spark presentations will be developed by Class Teachers using the lesson element documentation to ensure consistently good teaching all areas of the curriculum. Teachers will add specific notes to their presentations to demonstrate scaffolding/worked examples being used to support learners. The slides aid pupil memory by making effect of ‘dual coding’ (Paivio 1986; Mayer & Moreno, 2003). The benefits of receiving explanations through both the visual and auditory channel is well established in the research literature. Not to be confused with the discredited learning styles approach, dual coding can improve the absorption of new knowledge without increasing extraneous cognitive load.

Knowledge Organisers: The core content is meticulously curated and itemised to clarify the necessary (but not sufficient) knowledge to develop a sophisticated schema for each area of study. Over the course of the years, these knowledge organisers ensure that all pupils become ‘culturally literate’ (Hirsch, 1987) and have the opportunity to engage in ‘powerful knowledge’ (Young, 2013). A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the study and in the long term.

Retrieval Practice: The benefits of regular retrieval practice with little or no support is one of the most robust findings in cognitive psychology. Low stakes quizzing is efficient, effective, and motivating for pupils whilst providing teachers with vital information about what pupils have misunderstood and/or what they may be struggling to remember. Retrieval Practice tasks will be implemented at the start of every lesson, utilising understanding of interleaving, and spacing to ensure content is retained for the long term. In addition to this, at the end of each half term, children will complete an interleaved quiz within the subjects of History, Geography and Science. We must also consider that there are of course limitations to retrieval practice and continue to refine and improve our day to day teaching.

The Inspire Long Term Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	I am Me 	Day and Night 	On the Farm 	Build Me a Home 	Under the Sea 	Minibeasts Galore
Pre-School	Marvellous Me 	Let's Celebrate! 	When I Grow Up 	Yum, Yum in my Tum 	Home Sweet Home 	Let's Go!
Reception	It Starts with Me 	Into the Woods 	The Land Down Under 	Earth and Space 	Splendid Safari! 	Growing and Changing
Year 1	My School, My Community 	History of Homes 	To Plymouth & Beyond! 	The Great Fire of London 	Weather & The World 	Terrific Travel
Year 2	What a Wonderful World 	Significant Explorers 	Desert v Dartmoor 	Significant Inventors 	Our World, Our Food. 	Significant Artists
Year 3	The Railways 	Villages, Towns & Cities 	Mountains, Volcanoes & Earthquakes 	The Stone Age... 	Weather, Water & Climate 	...To The Iron Age
Year 4	Natural Resources 	Ancient Civilizations 	Rivers 	Ancient Egypt Part 1 	Ancient Egypt Part 2 	The Amazon

<p>Year 5</p>	<p>The Mediterranean</p> 	<p>Ancient Greece</p> 	<p>Biome</p> 	<p>Roman Britain</p> 	<p>Migration</p> 	<p>Anglo Saxons & Vikings</p> 
<p>Year 6</p>	<p>Local Fieldwork</p> 	<p>Plymouth & The Blitz</p> 	<p>Energy & Sustainability</p> 	<p>The Benin Kingdom</p> 	<p>Globalisation</p> 	

Early Reading & Phonics

At TIMAT, we strive to teach children to read effectively and quickly. Using the Read Write Inc programme, we teach our children through a systematic and synthetic phonics structure, enabling children to sight read vocabulary, decode and encode words as well as spelling and accurate letter formation. Our structure of teaching new phonemes and graphemes is derived from the 'Read Write Inc' programme.

We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. Using the Read Write Inc program we teach children to:

- 📖 read easily, fluently and with good understanding
- 📖 develop the habit of reading widely and often, for both pleasure and information
- 📖 write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

At TIMAT, we believe that, every adult is an expert in the teaching of Reading and we are determined that every child will become a reader before they leave us in Year 6.

English

Through the teaching of English we aim to develop the processes of Spoken English, Reading and Writing. Pupils will be given daily opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills. We also aim to provide the children with opportunities to work through the essential elements and skills of English which are: demonstrating confident written and verbal communication, being competent spellers, developing a consistent and legible handwriting style, displaying sound reading and comprehension skills across a wide range of texts and becoming able writers in many genres. These aims will be achieved by:

- 📖 English objectives for speaking and listening, drama, reading and writing are tracked and covered across the year. This is available to view in the curriculum map and on Target Tracker.
- 📖 Oracy being at the heart of the curriculum and an embedded strategy used to enhance children's learning and life skills across the school.
- 📖 There is a structured Whole Class Reading system and assessment program in place to ensure continuity and progression throughout the school – focussing on a collaborative, structured and systematic approach to the teaching of Reading.
- 📖 There is regular INSET training to encourage and inspire high standards of writing across the school. A writing assessment document is also in place to ensure continuity and progression throughout the school – focussing on a structured and systematic approach to the teaching of writing.
- 📖 Support is available from a published scheme on a Systemic Synthetic Phonics (Read Write Inc) for EYFS and early KS1, as well as those pupils needing to keep up in KS2. KS1 and KS2 follow No Nonsense Spelling and Grammar. The English Curriculum provides a progressive structure for KS2 Spelling.
- 📖 There is Handwriting Policy which offers guidance and a series of lessons to develop the children's cursive handwriting style.
- 📖 A monitoring cycle is in place to support the progress of individuals and groups of learners: weekly planning feedback, termly book scrutinies, Whole Class Reading drop ins and termly moderation afternoons which focus on writing and reading.

Assessment and Reporting

At TIMAT, we use a range of different forms of assessment. These are outlined briefly below and give you an overview about how we assess.

Formative Assessment

Formative assessment is the most important method of assessment that takes place. While it is called 'Formative Assessment', this method of assessment does not include formal testing. Instead, it is about how your child's class teacher assesses your child through their daily interactions to find out how well they understand their learning. Formative Assessment is well established throughout the Academy and the use of questioning, observation and marking will continue to be key parts of formative assessment. Teachers find out this valuable information through different means. For example, teachers will ask a range of different questions in a lesson and judging by a child's response the teacher will assess if the child needs more support in understanding the learning, needs to be further challenged or are at the right point in their learning. Using this information, teachers will be able to re-direct their lessons immediately to meet the needs of the learners in their class at that moment. Teachers provide pupils with **instant** concise feedback that will always move and deepen the child's learning; we believe that this is a very important and active part of the learning process and should happen immediately or as close to the event as possible.

Testing


Children in each year group will participate in twice yearly tests in Mathematics, Reading and Punctuation, Grammar and Spelling. This test information is analysed closely using professional dialogue between teachers and Senior Leaders, to inform us of any gaps in learning. This information is used to plan the next cycle of learning for each class. The test results (in conjunction with formative assessment) are tracked extremely closely and allow us to put in place support for both those who need some extra help and those who need to be challenged further.

Ongoing Assessments

All of our other subjects are assessed continuously throughout the year. In all subjects we have outlined what we feel are the qualities that make a good learner in each subject and these are continuously assessed. Assessments take place through our verbal marking policy, discussions with pupils, low-stakes quizzing, end of term quizzes, formative assessment processes such as cold-calling, talk partners, whiteboard work and more.

Early Years

In the Early Years Foundation Stage (EYFS) a profile is kept on your child's progress. This is a report of your child's development and achievement at the end of their Reception year. Assessment is ongoing throughout the EYFS but the official EYFS Profile for each child is completed in the final term of Reception. The assessment takes place through teacher observation of children's learning and development as they take part in everyday activities and planned observations where teachers spend time on a specific task with an individual child or small group. There are two separate achievement levels within the EYFS Profile (a document which outlines expected progress for different age ranges in the Early Years):

 Expected: your child is working at the level expected for his age

 Emerging: your child is working below the expected level

Statutory Assessments

At different points in primary school, children are required to sit statutory assessments, which are outlined below.

Year 1 Phonics Screening

Towards the end of Year 1, children will conduct a simple test with their class teacher to determine if they have met a set threshold in their phonetic knowledge. The children are required to read 40 words to their teacher who will assess how well this is done. Check marks are communicated with parents in their child's Annual Report.

End of Key Stage 1 Assessments

In the Summer Term of Year 2, pupils will sit a Writing, Reading and Mathematics test (commonly referred to as 'SATs'). These tests are marked by the class teacher and are used to support the class teacher's existing knowledge of the child's learning. An attainment level is reported to parents.

Multiplication Time Table Check (MTC)

In the Summer Term of Year 4, pupils will sit the MTC whereby they will be given the opportunity to answer 25 mixed questions under timed conditions. This is continually supported by our embedded use of TTRS alongside our Maths policies.

End of Key Stage 2 Assessments

Towards the end of Year 6, pupils will sit an English Punctuation, Grammar and Spelling test, Reading test and Mathematics test(s) (commonly referred to as 'SATs'). These tests are set and marked externally. An attainment level is reported to parents.

Involving Pupils and Parents

Pupils are continuously involved in their learning. We encourage pupils to reflect daily about their learning and we also include pupils in self-assessing their own learning. We do not share grades with pupils as we do not believe this helps their learning. We do, however, ensure children know what they need to do next to improve their learning. Progress information will be shared with parents at Pupil Progress Meetings. Teachers meet formally with Parents three times a year, where assessment information is discussed and shared. Parents also receive a detailed and personalised Annual Report. However, we always operate an open door policy and parents are more than welcome to have an informal chat with teachers during Early Morning Learning (8:30am-8:55am) each day.

Roles and Responsibilities

The Curriculum Leader takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. During their Subject Leader time, Subject leaders conduct a scrutiny of their subject at least 3 times a year, as well as learning walks, lesson visits and carry out pupil conferencing. This triangulation ensures their intent is being implemented. Subject Leaders monitor MAaT/ SEND children via monitoring sheets and this takes place each term. Subject Leaders are invested in by attending regular CPD opportunities and deliver up-to-date training to all staff as well as having regular, termly meetings with the Curriculum Leader.

Inclusion

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities on a daily basis through high quality teaching. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. The school regularly monitors the progress of pupils and will support children through daily targeted interventions

where difficulties with learning is identified. Some children require further help and are identified as needing Special Educational Needs Support. Targeted support will be agreed in discussions with the child, Parent/Carers/SENCO and other outside agency professionals who can offer specialised support.

Curriculum Enrichment

At TIMAT, raising the aspirations of all of our children is at the heart of everything that we do. As well as the day-to-day taught curriculum, we believe that by offering children with rich and creative learning experiences provides them with a wealth of opportunity and experiences that will help to shape them. These experiences may be trips to local areas of interest such as South Devon Railway, Sherford, Burrator Reservoir, The Barbican as well as trips further afield such as London, Lyme Regis, Kents Cavern and the Eden Project. So far this year, the children have already visited, Plym Bridge Woods, Plymouth Hoe, The Houses of Parliament, the Tamar Bridge STEM Centre, The Box Museum as well as Saltram and River Meavy to name a few!

Inspire Curriculum

We have also introduced new residential opportunities for children in Year 3 and 4, which will support the development of resilience within our pupils. Children in Year 3 will visit The National Marine Aquarium for an overnight stay, whereas children in Year 4 will spend two nights at Heatree Activity Centre on Dartmoor. Children in Years 5 and 6 have the opportunity to visit London or Grenville House as part of the curriculum each year.

Extra-Curricular Activities

As well as trips, we offer an extensive range of extra-curricular activities. These clubs are open to all and offer children regular opportunities to try something new or take part in an activity they may not otherwise be able to do. Extra-curricular clubs are delivered by members of TIMAT, as well as by range of external providers such as Plymouth Argyle and Street Factory. Our broad extra-curricular offer changes on a termly basis and every child is guaranteed a club of their choice. At TIMAT, we pride ourselves in offering children an extensive range of extra-curricular activities. Children in Reception, Years 1 and 2, Year 3 and 4 and Year 5 and 6 are offered clubs in the Autumn, Spring and Summer term. We ensure activities are purposeful, fun and engaging. All of them contribute and extend children's learning in school, wellbeing and mental health and holistic development.

Extra-Curricular Activities include:

-  Bee Keeping
-  Football
-  Cooking
-  Arts and Crafts
-  Maths Club
-  Story Club
-  Field Gun
-  Book Club
-  Junior Ten Tors
-  Netball
-  Pupil Parliament
-  Yoga

We are passionate about our extended curriculum being open to all of our children and to that end we provide all trips and extra-curricular clubs free of charge.

Parents/Carers

We encourage Parents/Carers to be involved as much as possible with their children's learning; there are regular opportunities for Parent/Carer engagement with the school through Pupil Progress Meetings, Early Morning Learning and numerous school events. From Reception, Parents/Carers are encouraged to come into the classroom at the start of the school day and learn alongside their children.. Every term, teachers create Curriculum Letters for Parents/Carers so they are fully informed about what their children will be learning in the forthcoming term across all subjects. These letters are accompanied by a Home Learning Booklet which parents are encouraged to use to support their child's understanding and learning of the subject.

Home Learning

Key Stage 1: Weekly spellings, daily reading and a piece of curriculum focussed home learning.

Years 3 to 6: Weekly spellings, daily reading and a piece of curriculum focussed home learning.

Provided inside Home Learning books are a variety of resources to support children and their Parents/Carers with the learning or for any additional activities that they would take to complete. For example, times tables, 'must learn' word lists, handwriting mats, knowledge organisers and a bookmark of suitable questions an adult can ask their child while listening to them read to aid comprehension.

Celebration of Learning

Each week, we hold our Celebration Assembly where we celebrate learners from across the school as well as holding our Hot Chocolate Friday where children from all year groups get together to share their learning from the week, Accelerated Reader Reading Certifications and much more! Twice a term, we also hold a Book Vending Machine raffle when names are pulled out of the raffle box and the winners get to choose a book from the vending machine to take home and keep. Children are also invited to share their learning with Subject Leaders and Senior Leaders as often as possible to instil pride in what they have achieved.